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ABSTRACT

Twenty-four high schools in 18 Georgia school systems were selected to participate in a project to check the potential validity, reliability, usefulness, and costs of several direct and indirect measures of writing: holistic, analytic, primary trait, writing mechanics (error counts), and indirect measures (objective multiple choice items). Another goal was to assess certain variables with different numbers of students and in different situations. Variables included types of tasks, rater training and background, scoring procedures and time, rater reliability, types of feedback, and developmental scoring costs per pupil tested. Each participating school received two tests--one writing sample that could be scored holistically, analytically, or by mechanics count, and either an objective test or a second writing sample to be scored for primary traits. The findings indicated that (1) holistic ratings were the main or most widely representative score, (2) objective tests could be scored cheaply, (3) holistic scoring was the most economical, and (4) analytic scoring was the most expensive. Based on the findings it was recommended that holistically rated samples be used as a measure of minimum competence and that a backup system be used in which some of the holistically rated papers are also rated analytically or with a carefully chosen objective measure. (HOD)

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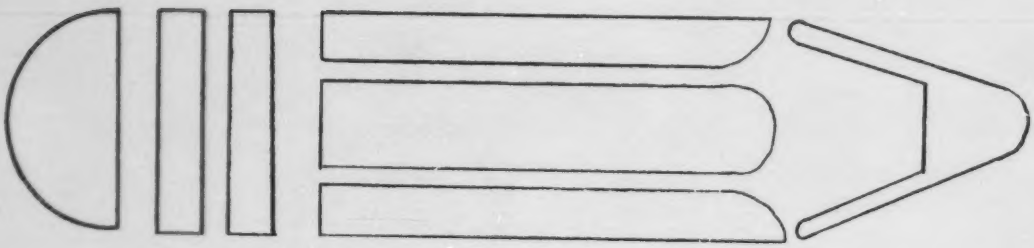

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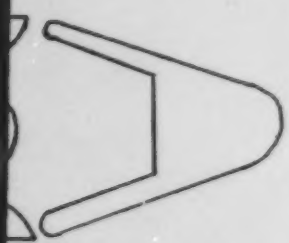

Report of the
1980-81 Georgia Competency Based Education
Writing Assessment Project

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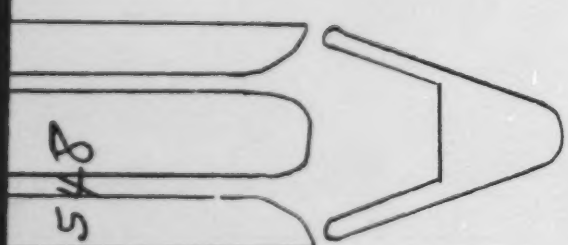

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All of us involved in the project hope that together we have carried out and herein reported the results of an important study that will make a difference in the future of writing assessment in the state of Georgia.

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June, 1981

1980-1981 GEORGIA COMPETENCY BASED EDUCATION
WRITING ASSESSMENT PROJECT

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INTRODUCTION

The competency based education movement has led to the specification of performance objectives and the need to develop applied performance assessments. One competency frequently identified for high school graduation by legislatures and boards of education is the "ability to select, organize and compose written material in the context of academic problems, everyday tasks and employment activities."* This ability to write is best tested, according to many professionals, directly through actual writing (NCTE, 1979; ETS, 1978; CEEB, 1979), and at least sixteen states now rely on writing samples for all or part of their statewide writing assessments (Spandel and Stiggins, 1980). Approximations of this ability can also be tested indirectly with objective tests. These "skills related to writing," like choosing the correctly spelled word from a list, selecting the appropriate punctuation for an unpunctuated sentence, or picking out the best organized paragraph from among several offered, can all be assessed reliably (Spandel and Stiggins, 1980; Godshalk, et al., 1966; Coffman, 1971), but these skills do not comprise the whole or complete act of writing. Thus, direct measures are often preferred for their face validity, particulary when the writing samples are rated reliably (Spandel and Stiggins, 1980; Coffman, 1971; Breland and Gaynor, 1979). Determining which approach or what combination of approaches to use is therefore a primary question for large-scale assessments of writing.

This paper outlines procedures and results of a study to check empirically the potential validity, reliability, usefulness, and costs of several direct and indirect measures of writing. Twenty-four high schools

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*This statement is quoted from Georgia's State Board of Education Policy 30-700.

in eighteen Georgia school systems were selected and invited in September, 1980, to participate in this project. As a group, they included almost ten percent of Georgia high schools. They represented a range of geographical areas (north, middle, or south Georgia), achievement levels (based on whether the school had more or less than 60 percent of its students achieving 17 of 20 objectives in the language arts section of the 1979-80 state criterion referenced test), and system sizes (either a one high school system or a system with two or more high schools). English teachers from these schools served as planning committee members and raters. Approximately one hundred tenth grade students from each high school were randomly selected for testing.

The study was coordinated through one Georgia school system, Gwinnett County. This system had already developed its own procedures for employing a direct measure of writing to assess minimum competence which served as a basis for the 1980-81 Georgia Competency Based Education Writing Assessment Project. Gwinnett County's pilot study included collecting two writing samples (an essay and a business letter) from 600 students in six schools in grades eight and ten. A modified Diederich scale (somewhat analytic) was used for essays while a holistic letter rating scale was used for letters. Other features of the two-year study involved goal setting, task development and trial, test administration, rater training, rating of papers, analysis of data, and recording and reporting of results. Reporting included individual, school, grade, and system scores for essay content and mechanics plus content and mechanics scores for letters. Rater reliabilities for all rater combinations in these pilot studies averaged .80.

OBJECTIVES

One major goal of the project herein described was to assess carefully certain variables with different numbers of students and in different situations. Variables reviewed included: 1) types of tasks 2) rater training and background, 3) scoring procedures and time, 4) rater reliability, 5) types of feedback, and 6) developmental and scoring costs per pupil tested. In conjunction, the second major goal was to "try out" alternative scoring procedures and combinations including holistic, analytic, primary trait, writing mechanics, and indirect measures or standardized test items. Each is, in turn, described below.

Holistic: This measure provides a general or overall estimate of writing quality. It produces one score based on an evaluation of the piece of writing as a whole; it applies to almost any kind of timed writing task, and it is useful with large populations (Spandel and Stiggins, 1980; Cooper and Odell, 1978; Braddock et al., 1963).

Analytic: This measure provides detailed or specific estimates of quality on selected features of writing. It produces a score for each selected criterion; it applies to almost any kind of writing obtained under standardized conditions, and it is mainly useful with small samples for identifying particular strengths and weaknesses (it can provide a validity check for holistic ratings) (Ravan, Veal, Rentz, 1974).

Primary Trait: This measure provides a detailed analysis of a major feature (primary trait) of a situation-specific writing task. Minor or secondary traits can also be analyzed; it produces a score for each trait but a trait score can come from more than one aspect of a feature. For example, the number of reasons can be counted plus their degree of elaboration for one primary trait score for a short persuasive piece. It applies only for tasks that are carefully and specifically designed, and it is mainly useful for small groups for research or validity studies (Mullis, 1980).

Writing Mechanics: (Error Counts): This measure provides detailed accounts of students' use of such writing mechanics as spelling, punctuation, subject-verb agreements, etc. It produces scores (error counts) on each selected feature per some standardized amount of writing, like 100 words; it applies to almost any kind of writing, and it is useful more for small than for large groups.

Indirect Measures: These measures, defined here as objective multiple-choice items, test selected knowledge and skills related to writing. They do this reliably (.80's and .90's), and they occasionally yield validity estimates in the .60's and .70's when checks are made against such criteria as course grades, teachers' evaluations, and reliable ratings of essays. Computer scoring is possible. Therefore, a large sample can be tested economically. Such tests generally measure skills related to writing such as spelling, punctuation, word choice, sentence structure, or paragraph organization (Veal and Ellis, 1971; Grommon, 1976).

PROJECT ACTIVITIES

Test Development. One English teacher from each of the twenty-four participating high schools was selected randomly to attend a two-day advisory and planning committee meeting in November, 1980. Project goals were reviewed, and the five assessment measures to be tried out were discussed using previously distributed resource materials (CAPT, 1980). Teachers were then divided into three sub-committees. With guidance from a leader knowledgeable in the field, each committee was responsible for full development and/or selection of all materials for the measure(s) they were assigned. The entire committee had final approval of all products. (See appendix for sub-committee agendas and products developed by this planning committee.)

Committee 1 dealt with holistic, analytic, and writing mechanics measures. These three were combined for developmental purposes since student papers on the same tasks could be analyzed using any or all of these three measures. Resource materials were further discussed for clarification, and each scoring measure was briefly practiced using materials developed and used by other similar projects. Then, using models from various sources as guides, the committee developed 1) guidelines for holistic range-finders or models, 2) analytic scoring criteria/scales with definitions of each feature, 3) four writing tasks for academic purposes, 4) four writing tasks for practical or everyday purposes, and 5) areas for mechanics counts drawn from holistic guidelines, analytic criteria, and other sources. All products were checked against important considerations listed in the resource materials.

Committee 2 worked with the primary trait measure. They reviewed reasons for using primary trait scoring and characteristics of this distinct evaluation measure. Materials from CAPT/NAEP were used to practice primary trait scoring and were then used as models to 1) identify two writing tasks each for explanation and persuasion modes, 2) write on these tasks, and 3) prepare scoring guides for each of the four tasks. Explanation and persuasion modes only were selected for this study since they best fit the goals of the state competency statement.

The third committee dealt with objective tests. The uses and characteristics of objective tets were discussed using excerpts from the resource materials. A classification sheet for evaluating objective test items helped committee members to 1) assess competency level (necessary, desirable or optional for high school graduation), 2) determine difficulty level (high, medium, or low for average tenth graders) and 3) sort items into categories by what they measured (spelling, capitalization, organization, etc.). Four objective tests were deemed the most valid estimates of skills related to writing. These tests were the writing/language sections of the California Achievement Test (CAT), the Iowa Test of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), and the Writing Proficiency Test (WP or Pro). Ten items dealing with letter and paragraph writing that were developed for a local Adult Performance Level Test (APL) were added to the Iowa Test of Basic Skills, and some spelling items were dropped from this test. All other tests were to be administered as developed.

In the next two weeks, the eight tasks developed for holistic/analytic/mechanics use and the four developed for primary trait use were field tested in tenth grade classrooms in Gwinnett and Clarke counties in Georgia. Test directions were adapted from those developed earlier in Gwinnett County. By evaluating student fluency, success, and clarity in dealing with each task, six tasks were selected and edited for final use. (See appendix for two everyday tasks, two academic tasks, two primary trait tasks, and other related testing materials.)

A sub-committee of four teachers was brought together to read actual student papers from the field testing of holistic/analytic/mechanics tasks. For each task to be used, holistic models were identified for later use in training and scoring. No such models were required for the other measures.

Six writing sample tasks, four objective tests, and test directions were then prepared and printed in early December, 1980.

Testing: Distribution, Administration, Preparation. Each participating school received two tests: one writing sample that could be scored holistically, analytically, or by mechanics count and either an objective test or a second writing sample to be scored for primary traits. All students would receive a holistic score and a second score using one of the other measures. Tests were distributed so that each test would be given in each geographic area, achievement level range, and school size.

Tests were administered at the local schools to 100 randomly selected tenth grade students. Tests were given in fifty minute blocks on two days and were generally administered by an English teacher or counselor. All testing took place during December, 1980.

When completed tests were returned, outside clerical help was employed to process all student papers ready for scoring. This included adding student numbers, counting words, recording student names and numbers on data sheets, and sorting papers by the type of scoring(s) they would receive.

Rater Training and Scoring. On three separate three-day weekends in January and February, approximately 21 English teachers from participating schools were trained as raters. In all, 64 teachers were trained. Each weekend was similar in that the entire group was first trained in holistic scoring on Thursday morning and scored approximately 800 papers holistically on Thursday afternoon. On Friday and Saturday, three sub-groups were trained and rated papers using analytic scoring, mechanics counts, or primary trait scoring. Each teacher was therefore trained in two methods of evaluation for staff development purposes although it was recognized that this extra training increased costs and time required. All training and scoring followed standard procedures developed by the Educational Testing Service, National Assessment of Educational Progress and others. Descriptions of training, scoring and feedback are summarized in Figure 1 and detailed below.

All teachers were trained to rate student papers holistically. A four point scale for each rater was used. Models or rangefinders at each division point (4/3, 3/2, 2/1) were used to help teachers first become comfortable with the range of writing abilities they would see within this sample. Models were discussed and then used to trial rate several papers collected from the field testing. Teachers were then asked to call off the score they had given each paper, and a general discussion followed until all

teachers could come to consensus on each paper. Several such practice rounds were completed before it was determined that all teachers were consistently interpreting papers in the same way. The goals of each training session were to lead teachers to dependence on the models as their means of judgement and not any other outside influences and to help teachers score papers for an overall, general impression, not any particular feature of the writing.

Raters were paired as teams for the actual holistic scoring process. Typically Rater 1 received the new papers, listed student numbers on the recording sheet, read a paper, recorded a score for the paper on the recording sheet, and then passed the unmarked paper on to Rater 2 who repeated the process. Neither rater saw the other's score. When a set of papers was completed, a clerk collected both papers and recording sheets, identified those papers needing a third rating (e.g. more than one point apart), pulled these papers and attached them to new recording sheets, rechanneled these papers back into the flow, and recorded all scores for completed papers on data sheets. The project coordinator and consultant were available to answer questions and be sure the flow of papers continued. Typically, raters scored papers for 45 to 50 minutes and then took a break. They were asked to check each other's scores on the first two papers after breaks to be sure they were maintaining consistency. As the clerks or coordinator noted teams who were turning in several papers requiring third raters, they asked these teams to retire outside the room to discuss again the models and perhaps the last few papers they had scored. Once they felt that they had again attained consistency, they returned to the scoring arena. Third ratings were assigned to any available rater who had time to score individually.

FIGURE 1
A Comparison of Scoring Measures

Variables	Purpose of Assessment	Types of Tasks	Steps In Test Development	Description of Training	Description of Scoring	Description of Feedback
Holistic	Comprehensive, general, overall estimate of writing quality	"Everyday" and academic (applies to almost any kind of timed writing task)	1. Write topics/ tasks. 2. Select/develop scale, i.e. number of points. 3. Select models/ range finders. 4. Field test topics	Models or range finders (identified by a teacher sub-group from the actual sample) used to discuss placement of practice papers between models.	Two independent raters using 4-point scales. A difference of more than one point required a third rating. A score of "0" given for illegible, meaningless, or non-English writing.	Single score of 0-8 points reflects total of two raters' scores
Analytic	Detailed, specific estimates of quality on selected features of writing.	"Everyday" and academic (applies to almost any kind of timed writing task)	1. Write topics/ tasks (same as holistic). 2. Select/develop scale, i.e. features. 3. Select/develop definitions for points on scale. 4. Field test topics	Definitions of points on analytic scale used to discuss practice papers. Further clarification made as necessary.	Two independent raters using a modified Diederich scale with 40 points for content, 20 for style, and 40 for mechanics. A difference of more than 16 points required a third rating. "0" for unacceptable.	Average of two raters scores for content style, mechanics, and total writing.
Writing Mechanics	Detailed account of students' use of such writing mechanics as spelling, punctuation, etc.	"Everyday" and academic (applies to almost any kind of writing)	1. Write topics/ tasks (same as holistic). 2. Select error types to be counted. 3. Select/develop definitions for each error type. 4. Field test topics	Definitions of each error type used to discuss practice papers. Further clarification made as necessary.	Single rater counted number of each type of error. Clerks counted number of words per paper. Occasional checks between raters to insure consistency.	Number of errors of each type per 100 words actually written.

FIGURE 1, continued
A Comparison of Scoring Measures

Variables	Purpose of Assessment	Types of Tasks	Steps In Test Development	Description of Training	Description of Scoring	Description of Feedback
Primary Trait	Detailed analysis of a major feature (primary trait).	Persuasive and explanatory (requires situation-specific carefully designed writing tasks)	1. Write topics/ tasks. (Specifically to ellicit a primary trait) 2. Develop scoring guide for each task. 3. Field test topics	Scoring guides (specifically developed for each topic) used to clarify degree of presence of the primary trait.	Two independent raters using 4-point scales. A difference of more than one point required a third rating. A score of 0, 7, 8, or 9 given for illegible, meaningless or non-English writing.	Single score of 0-8 points reflects total of two raters' scores.
Objective Test	Test of selected knowledge and skills related to writing.	Objective, multiple-choice test items.	1. Select objective test items. 2. Select best objective test or combination. 3. If combination, field test for reliability, validity.	NONE	Computer scoring	Number of items answered correctly out of possible number of items for each area and total.

Training for the analytic raters was similar to that explained for holistic rating. Instead of models, teachers first became well-versed in the definitions of each analytic feature on the criteria/scale. Practice with papers from field testing helped the group to clarify these definitions even further. Clarifications made in the first weekend were carried into the second and third weekends, and by that last rating session, new clarification seemed unnecessary. Training and practice for analytic scoring took much longer since individual features had to be dealt with one by one.

Analytic scoring was accomplished again by two raters, each of whom had 100 points. As Rater 1 scored a paper, he or she turned over the rating form and passed the paper to Rater 2 who scored the paper and stacked both the second rating form and the paper on top of Rater 1's scoring form. Periodically, the project coordinator collected papers and rating forms. Clerks added and multiplied scores on the rating forms and returned those requiring third ratings to random teachers who had free time. Scores on acceptably rated papers were recorded on data sheets.

Mechanics count training similarly involved clarification of a set of definitions, this time dealing with only mechanical errors such as spelling, word choice, punctuation, etc. Once it was determined that raters could come very close in the number of each type of mechanical error they identified in practice papers, they began to actually score papers by listing the number of each type of error on the recording form. Only one rater was used per paper but occassional checks between raters were made to maintain consistency.

Teachers selected to score by primary trait were first trained in the use of the carefully developed scoring guides for each task. Their goal was to identify the degree of presence of the primary trait under consideration. Extensive practice with papers from the field testing and discussion among raters led to the desired consistency. Primary trait raters used four point scales for each of two raters, recorded these scores on the same recording forms as were used for holistic scoring, and sought a one-point agreement before needing a third rater.

Objective tests were scored by the University of Georgia Educational Research Laboratory in Athens, Georgia, through the use of a computer. This laboratory also compiled and analyzed all data once rating sessions were completed.

Feedback. Project results were reported to participating schools in May, 1981. For each individual student, two scores, one holistic and one other, were reported. Figure 2 provides a facsimile of each type of score as it was reported. To assist school staffs in interpreting the writing sample scores, a range of student papers and accompanying scores were provided for comparison. Descriptive data (mean and standard deviation) for all schools on the holistic measure was also provided.

FINDINGS

Statistical Results. Based on the reported experience of the Educational Testing Service and other agencies such as the Clearinghouse for Applied Performance Testing (1980), holistic ratings were selected as the main or most widely representative score. Initially, inter-rater

FIGURE 2
FACSIMILE OF INDIVIDUAL STUDENT SCORE REPORTS

HOLISTIC

Student	Score (0-8)
A	2
B	6
C	2
D	7
etc.	

ANALYTIC

Student	Content (10-40)	Style (5-20)	Mechanics (10-40)	Total (25-100)
A	12	10	10	32
B	36	20	40	96
C	22	8	15	45
D	30	18	30	78
etc.				

PRIMARY TRAIT

Student	Score (0-8)
A	8
B	4
C	5
D	5
etc.	

MECHANICS COUNT (per 100 words)

Student	Spelling Errors	Punc. Errors	Capit. Errors	Frag-ments	Run Ons	Awk. Con.	Agree-ment	Inapp. Word
A	.04	2.06	.00	.00	.04	.10	.00	.00
B	.18	.27	2.00	.30	.10	.10	.60	.70
C	.07	.07	1.00	.10	.00	.30	.20	1.00
D	.02	.01	.07	.04	.02	.00	.10	.06
etc.								

OBJECTIVE TEST

Student	Spelling (6)	Capit. (32)	Punc. (32)	Usage (32)	Sentence Structure (4)	Paragraph (3)	Total (109)
A	6	32	32	32	4	2	108
B	4	28	28	22	4	3	89
C	5	32	32	30	3	3	105
D	0	25	18	15	2	1	61
etc.							

reliability for the holistic ratings (the ones to be compared with other scoring methods) was therefore an important issue. Table 1 shows that the range was from .69 to .76, comparable to similar holistic ratings. Three direct measures and four indirect measures were then compared to the holistic scores. Therefore, results are reported from seven different groups, shown in Table 2. Clearly, analytic ratings correspond most closely to holistic ratings (.64), and the scores of the Iowa Test of Basic Skills from the indirect measures come closest (.70) to the holistic ratings.

TABLE 1

Inter-rater Reliability for Holistic Ratings By Comparison Group

Correlation Between	Analytic Group	Mechanics Count Group	Primary Trait Group	TAP Group	CAT Group	ITBS/APL Group	Writ. Prof. Group
Holistic Raters A & B	.74	.69	.73	.71	.76	.74	.70
N =	344	352	302	233	257	255	276
All correlations are significant at the .01 level.							

TABLE 2

Correlations Between Holistic Ratings and Other Measures

Scoring Method	Analytic	Mechanics Count	Primary Trait	TAP	CAT	ITBS/APL	Writ. Prof.
Holistic	.64	-.25 (Est)	.19	.42	.40	.70	.57
N =	342	354	302	233	257	255	276
All correlations are significant at the .01 level.							

The .64 correlation between holistic ratings and overall or total anayltic ratings cover sub-scores on the analytical scale. As Table 3 indicates, holistic score correlations with analytic subscores parallel overall .64 correlation. They are as follows: content, .62; style, .58; and mechanics .57. Overall agreement between the two analytic raters is high, .90 as Table 4 indicates. The raters agree only slightly more on the content subscore (.82) than on style (.76) or mechanics (.80).

TABLE 3

Correlations Between Holistic Ratings and Sub-Scores for Analytic Ratings

Scoring Method	Analytic (N = 344) Content	Style	Mechanics	Total
Holistic (N = 342)	.62	.58	.57	.64
Means	26.00	12.66	25.81	64.33
Range	10–40	5–20	10–40	25–100

All correlations are significant at the .01 level.

TABLE 4

Inter-rater Reliability for Two (A and B) Analytic Ratings

Content	Style	Mechanics	Total
.82	.76	.80	.90

All correlations are significant at the .01 level.

Holistic scores and scores for the mechanics count all correlate in a negative direction, as Table 5 notes. That situation results from the fact that holistic ratings assign high scores for the best papers while the mechanics count assigns the highest scores to the papers with the most errors. In this case, significant correlations which appear negative can really reflect common or positive associations. For instance, the low moderate correlations (-.31, -.23, -.30, -.25, -.29) indicate at least a minor association between papers rated holistically and by mechanics counts in punctuation, captalization, awkward constructions, agreement, and appropriate word choice. With only one rater/scorer for mechanics counts, there are no reliability estimates to report.

TABLE 5

Correlations Between Holistic Ratings
and the Component Scores of the Mechanics Counts

Scoring Method	Mechanics Counts (N = 354) Spelling	Punctuation	Capitalization	Fragments	Run-ons	Awkward Construction	Agreements	Word Choice
Holistic (N = 352)	-.05	-.31*	-.23*	-.12	-.13	-.30*	-.25*	-.29*
Means (errors per 100 words)	2.4	2.7	.7	.5	.9	.9	.7	1.2
	*Significant at the .01 level.							

Though not tabled, the correlation between the two primary trait raters for each paper turned out to be .72, very close to the level of agreement for the holistic ratings, .69 through .76.

Holistic ratings were compared to indirect measures (objective tests) as well as other direct measures. Reliability coefficients for indirect measures (Cronbach Alphas) are listed in Table 6. For total tests, these coefficients seem high enough; but, except for the ITBS, subscores are mixed and only moderate at best.

TABLE 6
Reliability Coefficients* for Indirect Measures

Tests & Tests Categories	Spelling	Capitalization	Punctuation	Usage	Sentence Structure	Paragraphing	Essay	Letter	Total
ITBS/APL	.08	.71	.73	.90	—	.74	—	.88	.89
TAP	.47	.83	.64	.53	.51	-.02	.50	.57	.83
CAT	.53	.31	.59	.31	.47	.46	—	—	.59
WRIT. PROF.	.47	.22	.12	.50	.18	.85	.69	.76	.80
		*Cronbach Alphas							

Many significant correlations emerged from the trial of these four tests. A few samples from Table 7 follow. As already noted, the Iowa Test of Basic Skills showed the strongest correlation with the holistic ratings, .50's and .60's. The lowest correlations came with the California Achievement Test. Second and third place, in terms of correlation, went to the Writing Proficiency Test and the Tests of Achievement and Proficiency, respectively.

TABLE 7

Correlations Between Holistic Ratings and Objective Test Scores

Tests & Test Categories	Spelling	Capitalization	Punctuation	Usage	Sentence Structure	Paragraphing	Essay	Letter	Total
Holistic vs. ITBS/APL(N=258)	.52	.60	.65	.65	—	.48	—	.54	.70
TAP (N=242)	.29	.23	.36	.42	.16*	.29	.24	.29	.42
CAT (N=270)	-.06*	-.20	.35	.29	.37	-.09*	—	—	.40
WRIT. PROF. (N=285)	.43	.44	.45	.51	.43	.47	.23	.35	.57
	*Not significant at .01 level; all others are.								

Even though the main comparisons were between holistic ratings and seven other measures, several other relationships were checked. (See Table 8.) Analytic ratings correlated with four other measures as follows: mechanics count, -.33 (really a positive connection); primary trait, .19 (statistically significant but still low); Iowa Test of Basic Skills, .83 (paralleling the ITBS-holistic relationship but a relatively small N, 29);

and Writing Proficiency, .01 (virtually no connection). And, in addition to the -.33 analytic-mechanics count relationship, the mechanics counts further correlated with primary trait scores, -.03 (virtually nothing); ITBS, -.67 (actually a positive association but still a low N); and Writing Proficiency, -.05 (again, nothing).

TABLE 8

Correlations Among the Scoring Methods Checked
Other Than Those Checked Primarily With Holistic Ratings

Scoring Methods	Mechanics Count	Primary Trait	ITBS/APL	Writ. Prof.
Analytic	-.33 (N = 308)	.19 (N = 109)	.83 (N = 29)	.01* (N = 285)
Mechanics Count		-.03*(N = 109)	-.67 (N = 29)	-.05* (N = 285)
	*Not significant at the .01 level; all others are.			

In addition to the inter-correlations among measures and the inter-rater reliability studies, group mean holistic scores were examined according to sex, race, ability level, and geographic region. Table 9 highlights several differences between high and low ability levels and north, middle, and south Georgia regions. The means for high ability levels in north, middle, and south Georgia are significantly higher than the means for the low ability levels in the same region. No geographic regions, per se, show significant differences.

TABLE 9

Holistic Mean Scores for Ability Levels and Geographical Areas

Ability	North	Middle	South
High	4.8	5.0	4.6
N	(410)	(310)	(283)
Low	4.1	4.3	4.3
N	(337)	(338)	(263)
	Overall mean 4.55 (N = 2019)		
	Range 0-8		

NOTE: High ability north and middle Georgia means are significantly higher than the high ability south Georgia mean which is, in turn, significantly higher than the low ability means for all areas, according to a one-way ANOVA and Duncan's Multiple Range Test.

As for race and sex differences, reported in Table 10 for all measures, several familiar patterns emerge. Females score higher than males do. Whites score higher than blacks do. In order, overall white groups are generally the highest, females are next, and then blacks and males are about tied for third place. This general pattern is also true for the specific elements of the mechanics counts, as Table 10a shows.

TABLE 10

Mean Scores by Sex and Race
for all Types of Testing

Scoring Method	White	Black	Male	Female
Holistic	4.9	3.8	4.1	4.9
N	(1087)	(613)	(815)	(914)
Analytic	68	57	61	68
N	(240)	(99)	(167)	(175)
Mechanics Count	See TABLE 10a			
Primary Trait	4.7	4.0	4.2	4.7
N	(247)	(104)	(170)	(187)
ITBS/APL	77	52	60	73
N	(149)	(106)	(124)	(133)
TAP	35	34	30	36
N	(62)	(171)	(98)	(139)
CAT	25	24	24	25
N	(154)	(98)	(122)	(140)
Writing Proficiency	54	49	48	59
N	(235)	(35)	(134)	(140)

TABLE 10a

Mean Mechanics Count Scores by Race and Sex

Groups	Spelling	Punctuation	Capitalization	Fragments	Run-ons	Awkward Construction	Agreement	Word Choice
White (244)	2.5	2.4	0.7	0.4	0. 7	0.6	0.4	0.6
Black (104)	2.1	3.0	0.8	0.7	1. 2	1.4	1.4	2.2
Male (156)	3.5	2.9	0.9	0.5	1. 1	0.9	0.7	1.0
Female (198)	1.4	2.3	0.5	0.4	0. 7	0.8	0.8	1.2

Costs and Time. Costs for scoring individual student papers were calculated based on actual expenditures from this project. Scoring costs may differ depending on how raters are paid, e.g. stipends only for non-school days, release days only for substitute pay on school days, or either of the above in combination with travel expenses including mileage, meals, and overnight accommodations. Table 11 details the estimated per student cost for each method of reimbursement and for each scoring measure for writing samples. For each measure, releasing teachers from school allows the least expensive scoring while paying both stipends and travel incurs the greatest expense. Objective tests scored by computer averaged $.53 per student.

TABLE 11

Scoring Costs Per Student
for Each Direct Measure of Writing

	Holistic	Analytic	Primary Trait	Error Count
Stipends Only	$ .72	$2.37	$1.07	$1.06
Release Days Only	$ .39	$1.29	$ .58	$ .58
Stipends and Travel	$1.55	$5.07	$2.29	$2.27
Release Days and Travel	$1.22	$3.99	$1.80	$1.79

These cost estimates do not include expenses for training, outside consultants, clerical help, printing, or data compilation since these costs would differ significantly depending on the size of the population to be tested, background of teachers/raters, and other factors. Likewise, developmental costs have not been included since these would depend upon the type and scope of the writing assessment. Developmental costs also diminish on a per student basis as more students are tested. It should also be noted that costs could probably be significantly reduced if teachers/raters scored more papers using a single measure during a set block of time (See Appendix, page 79, for sample cost figures.)

From records kept during rating sessions, it was estimated that holistic scoring required approximately 2.25 minutes per rater per paper while analytic required 7.25 minutes, primary trait 3.31 minutes, and mechanics counts 6.68 minutes. Again, using teachers to rate more papers using the same measure may significantly reduce these time estimates since efficiency tends to result from extended practice.

Feedback. When schools received individual student scores in May, teachers were asked to complete a questionnaire to indicate 1) if scores were higher, lower, or what they would expect for individual, randomly selected students, 2) whether or not the scores could be used to plan instruction, and 3) how the training and scoring experience was of value to them in their teaching. Holistic scores which were available for all students were deemed accurate for 68% of the students, higher than expected for 20%, and lower than expected for 12%. The second score (e.g. analytic, mechanics count, primary trait, or one of the objective tests) was seen as

accurate for 61% of the students, higher than expected for 19%, and lower than expected for 20%.

Teachers unanimously felt that all scores were valuable information. They felt scores could be used to help in placement, diagnosis of needs, and evaluating and planning curriculum and instruction. Most also indicated that they had benefited from the training and scoring experience. Their experience had been used to help gain perspective of their own students' writing in comparision to students state-wide, to assess student writing in the classroom, and to initiate departmental and even school-wide discussion of writing assessment thereby helping teachers in the local school to reach some consensus about the features of good writing.

Tasks. The writing tasks developed for this project were successful according to several criteria. First, teacher raters were able to discern consistently distinct differences in quality of student papers. This is evidenced in an low percentage of required third ratings. Third ratings were required for only 8% of the papers scored holistically, 14% of those scored analytically, and 10% of those scored for primary traits. Secondly, all tasks showed a high yield of responses. Only 1% of the students reporting for testing wrote nothing or too little to be scored holistically or misinterpreted the task. Under analytic scoring, .3% did the same while 1.7% wrote too little for primary trait scoring.

Possible Cut-Off Scores. If an holistic cut-off score should be used to determine minimum competence, what results would have emerged from these data. Using points 3 and 4 within the 8-point range as cut-offs, Table 12 shows percentages of passing and failing scores for males, females, blacks, and whites. As with similar scores, females and whites do better than males and blacks, but, in either case, the non-competent group would likely range between 25 and 50 percent. As already indicated, teacher-users of these results claim that they appear accurate and would be useful, diagnostically.

TABLE 12
"Possible" Cut-Off Scores

Holistic Range: 0-8 N = 2111

AT 3 POINTS OR BELOW	PASS	FAIL
All groups (N = 2111)	1435 68%	676 32%
Black (N = 718)	383 53%	335 47%
White (N = 1332)	1038 78%	294 22%
Male (N = 972)	591 61%	381 39%
Female (N = 1113)	841 76%	272 24%

AT 4 POINTS OR BELOW	PASS	FAIL
All groups (N = 2111)	1039 49%	1072 51%
Black (N = 718)	234 32%	484 67%
White (N = 1332)	793 60%	539 40%
Male (N = 972)	392 40%	580 60%
Female (N = 1113)	644 58%	469 42%

Summary. Minimal training of raters produced an inter-rater reliability range of .69 to .76 for holistic scoring, an overall reliability score of .90 for analytic scoring, and .72 for primary trait scoring. All measures examined correlated to a significant degree with base holistic scores. All subscores for the analytic measure, the Iowa Test of Basic Skills, and the Writing Proficiency Test produced significant correlations when compared to holistic ratings. Among subscores for mechanics counts, punctuation, capitalization, awkward constructions, agreement, and word choice proved to be significant correlations. For the California Achievement Test significant correlations to holistic ratings were achieved for capitalization, punctuation, usage, and sentence structure. The Tests of Achievement and Proficiency were significantly correlated for all subscores except sentence structure. Overall, analytic scoring was the direct measure that correlated most highly with the holistic ratings while the Iowa Test of Basic Skills was the most highly correlated among indirect measures.

Analysis of scoring costs revealed that an objective test could be cheaply scored at a cost of $.53 per student. However, of the direct measures, holistic scoring was most economical at $.39 to $1.55 per student, with mechanics count and primary trait following at $.58 to $2.29. Analytic scoring proved to be most expensive at $1.29 to $5.07 per student.

A comparison of time requirements for scoring of direct measures showed that holistic scoring could be done most quickly at 2.25 minutes per rater per paper. In order, the others were primary trait at 3.31 minutes, mechanics count at 6.68 minutes, and finally analytic at 7.25 minutes.

Scores reported for individual students were deemed accurate by their teachers for 61% to 68% of the students. Teachers stated that scores were useful for follow-up instruction. Teachers also felt they had benefited from the rating experience.

All tasks developed for this project successfully elicited writing from at least 98% of the students tested. Third ratings were required for only 8% to 14% of the papers rated, revealing that teacher raters could reliably discern differences in quality.

If 3 on the 8-point holistic scale were used as a cut-off score for competence, 68% of all students would pass. At 4 points, 49% of the students tested would be declared competent.

RECOMMENDATIONS

In general, the results of this study support the findings of previous researchers (Breland and Gaynor, 1979; Spandel and Stiggins, 1980). Holistic scoring does indeed require less time and money for scoring, making it the most economical of the direct measures. Analytic scoring does correlate highly with holistic ratings and does provide more detailed scores, but cost and time requirements may be prohibitive beyond a minimal use of this measure to provide validity check or a more detailed analysis of some holistic ratings. Primary trait and mechanics count scoring, because of lower correlations and higher cost figures, may more appropriately remain the tools of the researcher concerned with more specific contexts and features of writing. Among objective tests used here the Iowa Test of Basic Skills appears to be most highly correlated to a direct

measure of writing. The smaller cost of selecting and using an objective test as an indirect measure of writing may be advantageous if users are primarily interested in testing only mechanical skills related to writing.

If a statewide assessment of minimum competence in writing is what is needed, then in light of validity, reliability, and cost considerations, our recommendations are as follows:

1. A holistically rated writing sample as a measure of minimum competence. Reasons are:
   a. the face validity of a direct measure
   b. proven reliability (.69 thru .76) that could be increased, we believe, with focused efforts
   c. economy (from $.39 to $1.55 per paper)
2. A backup system whereby certain of the holistically rated papers are also rated analytically to give detailed feedback like that provided in regular English classes. The purpose and procedures would include:
   a. selection of small random sample to rate analytically as a validity check on the holistic ratings
   b. rate analytically all papers holistically identified as either not competent or marginally competent in order to provide diagnostic feedback to teachers and students (from $1.29 to $5.07 per paper)*
3. Since at least one of the indirect measures (objective test --ITBS) correlated rather highly (.70) with the holistic ratings, and since it is similar to analytic ratings with which it correlates .83, a carefully chosen objective measure might substitute for 2b above ($.53 per student)

*Could possibly be construed as a "remedial instruction" cost.

The consideration of the user of this point becomes whether the cost is more critical than the face validity of a direct assessment of writing. (See Breland and Gaynor, 1979.) The selection of an appropriate measure will depend on the scope and purposes of the writing assessment as well as the resources available.

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OBJECTIVE TESTS

Language arts items for the following tests were used:

California Achievement Test, Level 17C, McGraw-Hill, 1977.
Iowa Test of Basic Skills, Level 14, Houghton Mifflin, 1978,
with the Adult Performance Level Test, American College Testing Program, 1978.
Tests of Achievement and Proficiency, Level 16, Houghton Mifflin, 1978.
Writing Proficiency Test, McGraw-Hill, 1979.

APPENDIX

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AGENDA FOR COMMITTEE I

ANALYTIC, HOLISTIC, MECHANICS

1. Review characteristics of holistic and analytic evaluations - Stiggins article in CAPT, pp. 65-70, 74-76.

2. Go through modified analytic scoring with Gwinnett materials (essay and letter).

3. Using models from various sources as guides, develop guidelines for holistic range-finders 4-3, 3-2, 2-1.

4. Using models from various sources as guides, develop and/or select analytic criteria/scales.

5. Again using models and criteria developed for holistic and analytic scoring, write 4 writing tasks for academic purposes. (See CAPT pp. 76-78)

6. Using models and criteria, write 4 writing tasks for practical (or everyday or career) purposes. (See CAPT pp. 76-78)

7. Select areas for mechanics count drawn from holistic guidelines and analytic criteria and other sources. (NAEP etc.)

8. Write and share responses to tasks and discuss against considerations in CAPT p. 76.

GEORGIA CBE WRITING ASSESSMENT PROJECT
DIRECTIONS FOR TEST ADMINISTRATION
DECEMBER, 1980

Read aloud to students:

1. *Please look at the bottom of the first page of this test. In the spaces provided, fill in your name, school, county, and present English teacher. Circle the grade you are in now and the appropriate letter for your sex. F for female and M for male. Put a checkmark in the space after the ethnic group of which you are a part. (Take time and help students as necessary.)*

   Please listen carefully to the following directions:

2. *This is a test of your ability to write. You should take the test seriously and do your best work as if you were really in the situation described. Do only your own work.*

3. *You are to use only the lined paper attached to the assignment page. You may use either pencil or pen.*

4. *Do not skip lines while you write and use both sides of the lined paper if you need to.*

5. *You may use the front of the assignment page to jot down notes. No notes or outlines are required.*

6. *You will have 30 minutes to plan and write your paper. Before you begin, consider the topic carefully and plan what you will say. Your paper should be as carefully written as you can make it. Write only on the assigned topic; a paper on another topic will receive no credit. If you finish before the time is up, read over your work and make needed corrections. Do not try to rewrite the whole paper. Neat cross-outs and additions are acceptable.*

7. *We will now read through the assignment aloud. You may make notes if you want.*

   (Read assignment slowly and carefully.)

   (If appropriate): You will notice that you are not to use your real name or address on this paper. Use the names and addresses given. This is so the readers of your paper will not know who you are. Your paper will be given a number later to identify it as yours.

8. *Are there any questions?*
   (You may answer general questions to the whole group, but do not answer specific questions (i.e., what to write about, etc.) or individual questions once writing has begun.)

9. *You have 30 minutes to write. Begin.*

Topic A

Write a thank-you letter to the person who has just sent you the best present you have ever received. The gift may be a real one you have received or an imaginary one. Describe the present, explain why you liked it, and express your appreciation.

In writing the letter, pretend you are Pat Smith. You live at 110 Oak Road, Odoka, Georgia 30618.

Your letter will be evaluated on:

- How clearly and completely you communicate in writing on the assigned topic
- Style or creativity
- Variety of sentences
- Choice of words
- Letter form
- Mechanics such as spelling, punctuation, and grammar

Name: _____

School: _____

County: _____

English Teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American___; American Indian___; Asian___; Hispanic___; White___; all other students _____

For teacher's use only:
1 2 3 4 5

Topic B

Your neighbor is being taken to court because he has been accused of letting his dog be a nuisance to the neighborhood. You have been asked to make a written statement explaining how that dog has or has not bothered your family.

Write the statement giving at least two reasons and explain each. Use correct business letter form. Address the letter to The Honorable John Melvin, Memorial County Court House, 42 West Avenue, Sunrise, Georgia 31248.

In writing the letter, pretend you are T. J. Williams. You live at 8712 Elm Street, Sunrise, Georgia 31248.

Your letter will be evaluated on:

- How clearly and completely you communicate in writing on the assigned topic
- Style or creativity
- Variety of sentences
- Choice of words
- Letter form
- Mechanics such as spelling, punctuation, and grammar

Name: _____

School: _____

County: _____

English Teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American___; American Indian___; Asian___; Hispanic___; White___; all other students ____

For teacher's use only:
1 2 3 4 5

Topic C

Everybody knows of a place that is worth talking about. It may be as famous as Stone Mountain or as simple as your own backyard. Maybe you know about another country, city, or state, a special place in Georgia, or a spot near where you live. Choose a place that you know well and that you think is worth talking about.

Write an essay for someone who has never seen this place you have chosen. Describe the place so that they would be able to recognize it and explain why you think it is worth talking about or visiting.

Your essay will be evaluated on:

- How clearly and completely you communicate in writing on the assigned topic
- Organization
- Style or creativity
- Variety of sentences
- Choice of words
- Mechanics such as spelling, punctuation, and grammar

Name: _____

School: _____

County: _____

English Teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American___; American Indian___; Asian___; Hispanic___; White___; all other students ____

For teacher's use only:
1 2 3 4 5

Topic D

Choose someone or something you would like to be for a day. You may choose to be a famous person, a common person, a car, a feather, or anything else you can imagine.

Write an essay to explain why you would like to be this person or thing and to describe what your day would be like.

Your paper will be evaluated on:

- How clearly and completely you communicate in writing on the assigned topic
- Organization
- Style or creativity
- Variety of sentences
- Choice of words
- Mechanics such as spelling, punctuation, and grammar

Name: _____

School: _____

County: _____

English Teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American___; American Indian___; Asian___; Hispanic___; White___; all other students _____

For teacher's use only:
1 2 3 4 5

HOLISTIC
RECORDING
FORMS

A

FOLDER #_____

READER #_____

STUDENT PAPER	SCORE

HOLISTIC GUIDELINES

3 - 4	Addresses the topic Has logical organization of ideas and ease of transition Has well developed ideas Has only minor mechanical problems that do not interfere with meaning Has effective/sophisticated word choice Contains varied sentence structure
2 -3	Does not stray significantly from assigned topic Has discernible organization Gives some attention to idea development May contain some mechanical errors which interfere with meaning Has appropriate, understandable word choice Primarily contains complete sentences
1 - 2	May ramble or stray from assigned topic May be lacking in organization May lack development of ideas Will contain serious mechanical errors which interfere with meaning May lack clarity and/or variety in word choice Tends toward frequent errors in sentence structure
Zero	Is undecipherable Is meaningless Is clearly unrelated to the topic

Holistic Model
1-2 Topic A

12-12-80

Dear Dad:

It was an unreal expereance to recieve my new car, you dont know how much that help's me out. Now I can get back and fourth to work without worring how I'am going to get there each day, It also gets great gas milage which my truck never got. I'am going to keep my truck so I can going camping on the weekends. But the car is great, Thanks a lot

Love,
Pat Smith

Holistic Model
1-2 A Topic A

Dear Teri, 12-11-80
How are you? I'm so glad
we got to see each other last mounth
I love the Picture and the Car
you sent me. how did you know
I wanted a blue cutlass, Your
picture turned out great.
I carry the picture with
me every where. The car is nice
But you shouldn't have gotten
it for me. I love you. I
can't weight til next week
when we get married.
I really mis you. I still
can't get over the fact of
you buying me that car.
Mom says she'd love to drive
it. Then I allways say, the only
who's gonna drive it Besides
me is Teri. I really do love
it. The volor seats are great.
I peers like a kitten.
Well I had Best go.

Love Pat.
Ps. Write.

Pat Smith
110 Oak Road
Odoka, GA 30618

Dear Kim,

Hi. How are things going on? Up here, just fine! I really want to thank-you for the cat. I've always wanted a pusian. I guess you remembered how much I wanted one, ever since we well just kids. I really think she's beautiful, especially silver. I haven't decided what to name it.because I want it to have a real special name. If you would like to help me think of one. I would love fo· you to.

It's a very gentle and loving cat, but it does like to play with my dads socks. I'm taking some pictures and as soon as there developed you can have one.

You really a thoughtful friend and I really want to thank-you again.

Sincerely,
Pat

Holistic Model
2-3 Topic A

Pat Smith
110 Oak Road
Odoka, Georgia
30618

Dear Grandpa and Grandma,

Thanks so much for the car I got for my birthday. It arrived a day early, but my parents wouldn't let me have the keys until my birthday.

I didn't know now I was going to pay for a car. Now I don't have to worry. All I'll have to pay for is gas and insurance. Blue is my favorite color and camro is the car I wanted.

This present was the last thing I thought I would get for my birthday. Thanks again.

your loving
granddaughter,
Pat

Holistic Model
3-4 Topic A

110 Oak Road
Okoka, Georgia
30618

December 11, 1980
Thursday

Dear Sandy,

I'm writing to thank you for the wonderful gift you sent me. I really love the sweater, and will use it with you in mind.

It's a beautiful shade of red and will look so nice with the new pants I just bought. I know you worked hard knitting the sweater and because of that it will mean so much to me. I shall cherrish it always.

Please come back for another visit soon as I truly enjoyed the last visit.

Sincerely
Pat

Holistic Model
3-4 Topic A

Pat Smith
110 Oak Road
Odoka, Georgia 30618

Dear Katherine,

I am writing you this thank you letter to thank you for sending me the stereo I recieved yesterday. Everything on it is perfect. The record player needle is in perfect condition. The reception on the reciever couldn't be better. The cassette player plays with hardly any static at all. I have been playing it almost non-stop since yesterday.

You couldn't have picked a more perfect present for me, because I like music and especially love to listen to it. It is the best present I have ever recieved. It looks great, plays great, and it is great.

Because you sent me this present, I am hoping I can pay you back someday. I will always be greatful to you and it will be a pleasure paying you back.

Love,
Pat Smith

Holistic Model
1-2 Topic B

8712 Elm Street
Sunrise, Georgia 31248
Dec. 9, 1980

Dear The Honorable John Melvin,

I'm T.J. Williams. I live at 8712 Elm Street. I am writing you to enform you of a very serious problem. My next door neighbor has a very visious dog that is runing lose. On Monday he turn over the garbage can, and he also pulled most of my clothes off of the line. I told my neighbor that they should buy a chain for him or put him in a fence. But my neighbor said no, this is a good dog not knowing that this dog was awful. On Tuesday, and Wed. He went to other neighbors house. The other neighbors were complaning about this terrible dog. This is what top it all on Friday he bit my Tittle girl. I had to take her to the doctor and I paid one of the highest doctor bills. After I came from the doctor I went over there and told My neighbor what had happen, he just laugh at me. I replied I am going to report you to the Honorable John Melvin. What am I to do.

Yours Truely
T.J. Williams

Holistic Model
1-2 Topic B

T.J. Williams
8712 Elm Street
Sunrise, Georgia
31248

To the honorable John Melvin,

I have this problem about my neighbor dog, he keeps letting him get alose and destroying my property. I have talk to him about it, but he thinks it's another dog. I told him it wasn't, but he didnt believe it. I told him that if I catch him (the dog) in my yard again I will kill him. So in about one-week the dog bit my little girl, so I went back in his back yard and hung him, I though I had kill but I didn't. So I told my wife if she see him over here is to shoot him or called the dog pound. The dog catcher and the man with the dog are good friends, being know one-another for over thirty years. So I told his dog wouldn't be so lucky next time.

Truely yours,

Holistic Model
2-3 Topic B

Melvin, John
Memorial County Court House
42 West Avenue, Sunrise, Georgia 31248

T.J. Williams
8712 Elm Street
Sunrise, Georgia 31248

Dear Sir.

I am one of the complaintents and I wish to tell you that I would Appreciate it, If you can somehow get rid of that dog. He's been a nuisance to us all. Even though I like pets and own a dog myself, I feel that whatever is appropiate to silence this creature; I hope that It would be very harsh, not cruel.

The reasons in which I am writting this letter is to see that someone can and will do something. Why just the other day. I was going outside to get my morning paper when I saw a dog turning over my trashcan. I tried to run it away, but it keeps coming back. even my neighbors have had the same experiences. We've complained to the owner and he said, I 'o something about him. Well we waited to see if he would. Sure enough he did, he chained the dog to a tree in his back yard. We thought our troubles were over, they weren't.

The dog started howlling and making, not only my dog but my neighbors as well howl too. This went on for about two weeks when we decided to call the police. The told us that the owner wasn't in and there was nothing they could do. We said that we could try to manage until the owner returns.

The owner returned, but did nothing to quiet the mutt. We pleadded with him until we couldn't any more. So we called pound and they came out with the police to give the owner of the dog a citation and they told him to be in court on the 16th of this month.

So sir, whatever is in need to do away with this creature. I'm asking you not kill or anything in that nature.

Sincerely yours
T.J. Williams

Holistic Model
2-3 Topic B

T.J. Williams
8712 ELM STREET
Sunrise, Georgia, 31248

Honorable John Melvin
Memorial County Court House
42 West Avenue
Sunrise, Georgia, 31248

Dear Honorable John Melvin:

I understand my neighbor has been accused of letting his dog be a nuisance.

His dog has come into my yard and dug up my prize tomatoes. He has also gotten into my garden and torn up my vegetables THAT dog also tore up my greenhouse too.

I would appreciate his paying for it.

Sincerely yours,
T.J. Williams

Holistic Model
3-4 Topic B

8712 Elm Street
Sunrise, Ga. 31248
December 10, 1980

The Honorable John Melvin
Memorial County Court House
42 West Avenue
Sunrise, Georgia, 31248

Dear Sir,

I feel that the dog in question has been a total nuisance to our neighborhood. He barks ferociously at night making it impossible to get any sleep. He chases cars from one end of the street to the other. He turns over the neighbors' garbage cans and strows the trash into the street. He has repeatedly destroyed flower beds and vegetable gardens. The dog has been known to chase small children if they come within eye range of his home yard.

I think that something should be done to stop the pest from physically and mentally agrivating the residents of our neighborhood. Thank you very much.

Yours truly,
T.J. Williams

T.J. Williams
8712 Elm Street
Sunrise, Georgia 31248

Honorable John Melvin
Memorial County Court House
42 West Avenue
Sunrise, Georgia 31248

Dear Sir,

I really don't think that the dog has been a nuisance to the neighborhood For one reason, my little boy loves to play with him and the dog has never tried to harm my little boy in any way.

Whenever the dog comes in our yard, we always give him something to eat or sometimes my son and me would play with him.

If you wart me to come and testify, I will do so. Because the dog has really been a good playmate to my son.

Sincerely Yours
T.J. Williams

Holistic Model
1-2 Topic C

This place that I am fixing to talk about is california. I've only been about two times, and while I was there visiting a cousin of mine, her name was Kathy. She and I rode down to one of their great beaches for a swim or two. and while I was there I met one of those great hunks down there. That's the reason to me that is really an exciting trip. And the next day I went sight-seeing. And she took me by a beach where there was boys and girls surfing. I mean they could really can ride those waves. One of the reasons probably why people visit California is because of the tan you can really get. And while I down there I rode over to one of the party's that night they had at the beach. It was really terrific. California is a place where you can relax, and let your troubles fade away. It has a lovely sight. That night on the beach at the party, everyone was having fire-works, and I took a few pictures of them. My cousin said she has seen a couple of movie stars walking up the street, But I did'nt. I believe that when I get married that that's the place where I would love to live.

Holistic Model
1-2 Topic C

Spot where I live

I live in the country and it is very beautiful place to live. I live far from the highway in front of my house is a a pasture which had cows it, but have been put in another pasture. when I am bored are lonely, Iam that alot I take long walks in this flied. Most of the time the dog and the cats follow me it is a very green pasture with pine trees and oaks on one side and beside the road is all kind of mix trees one day I went walking I found an old house and big rock, went a little farther and found a tree full of mustarddine. I pick some of them and went a little father down I saw a hill saw I went down it there I found a runing stream I also found a spring runing was runing out so I clean it out. It is very pretty down there after I had clean a place off to sit there was a lot of big rocks to sit on, there was a white dirt hole around it is a lot of pine and vines, oak trees. there are leaves all over the ground. The white dirt hole was very round it spread out and ran out to the stream, you had to cross the stream to get over to it. There was also a lot of cow holes during the summer the pines was green some of the other trees leaves fallen and turn brown. most of the time I would get mad at home at come down to my secret place and slide down the hill and a land on my stomach. I have fun down there by myself. sometime when I slip off my sister would follow me but they didn't stay long. They found my mustard dines one day when they follow me down there. we had fun hitting each other with the peeling of it.

Holistic Model
2-3 Topic C

My Home

A famous place worth talking about is the place where I live. It's located in Greshamville. Its a beautiful place, In the summer especially. It's warm and hot and its a nice place to jog around at. There is an old pond behind my house that is really fun. There is also a forest behind my house", and it's filled with plum trees, blackberry bushes, apple trees, and pear trees. Its a very beautiful place in the spring time. You can see the trees blossomning with beautiful colors. If you are ever planing on visiting my home. Believe me its more than beautiful. Also the people are very friendly. IF you are new in the town you won't have to worry about no one treating you wrong because the people around there are very kind and loving. Don't think that if you have lived where I' am staying now and you come back and visit that you'll be treated wrong. But you'll still be treated very nice! It's wonderful in the Xmas time. The people are good about inviting you to dinner and giving gifts. The people will always welcome you to Greshamville and they will do their best to give you a good time. Don't forget I will to. One more thing I forgot to tell you, is you won't never be lonesome because once the people get to know you, you'll always have company.

Holistic Model
2-3 Topic C

James Spring

The topic that I have chosen is a special place to me. The place is James Spring. it is the place that me and all of my family go to have our family reunions every year. James Spring is down below my house. It is a water sprang. It has a big building beside the sprang, with tables in it. There are steps leading all the way up to the building. On each side of the building are long benches from one end to the other. The spang is a place where people go to get water. People get this water because it is medicine wa*er. The sprang runs under the building and down a big waterfall. There is even a bathroom. right outside the building. James Sprang is just an old country place where people can go and think about things. There are alot of trees there. Birds are always flying around, and squirrels are always playing down there. When me and my family go there, we always have a wonderful time. Me and all my cousins have so much fun hiking in the woods behind the sprang. This place has been there for about fifty-five years. James Sprang is a great advance for nature. It is just a wonderful place to have in Georgia.

Holistic Model
3-4 Topic C

Cleveland, Ohio is my hometown. It is a very large city on the lake front of Lake Erie. In the summer there is a wide variety of things to do. Go swimming on the beach of Lake Erie or go fishing or water skying. There are alot of amusement parks you can go to also, they are Cedar Point, Geauga Lake and Sea World. These amusement parks are located right outside of Cleveland in Sandusky and Aroura Counties. In Cleveland mainly during the summer there's alot of polution and sometimes it get so worst they advise you not to come outside, on the news. There are also public swimming pools as well as private swimming pools.

When traveling in Cleveland, you will find out it's easy getting around, mainly because there is not many one way streets and the expressways and highways don't have to much traffic. Like all big cities Cleveland have alot of crime, murders, and violence. If you have a bike, don't leave it in your front yard because it is subject to be stolen.

In the winter, you can enjoy skying and hunting. during the winter Cleveland have plenty of snow, sometimes when we have a blizzard snow accumulate to three feet thick, leaving motorist stranded and traveling imposible.

I've been living in Cleveland for thirteen years and to me it's an nice city, and some day you should visit it.

Holistic Model
3-4 Topic C

I think Ten Sleep Wyoming is a great place to visit, its like living back in the early year's of the pioneers. there's mountains to climb, valley to walk through, and trails to follow. In the day time it can get very hot, as hot as a 105 degrees, and at night as cold as 25 degrees. There are many things you can do, you can horseback ride, create different kind of crafts with the nature materials, go hiking and climb the Mesa, a 7,000 ft mountain with an flat top. The ground at Tensleep is very dry, so dry that you can't have camp fires or open fires to cook on. The water is great, the personal facilities such as the lotrines are okay, always clean. To take a shower you have to walk almost 2 miles but it worth it after a day of hard work and play. The nights at Tensleep are really fun you can go to assemblies or take overnight hiking trips with other people without a leader. That is also the most quitest part of the whole day. Then in the morning you wake up in the middle of a terrific sand storm, wow! thats fun. When you go into Coyte Wyoming the nearest town you see all kinds of important landmarks, you can go to some real historical sight and purchase sourviners. Then on the way back you might take the short cut back to Tensleep, through by the canyon and the horse corals where all the beautiful horses are. At Tensleep you get to meet a lot of new friends and after its time to go theres a lots of sad good-byes. I really feel Tensleep is an exciting place to visit or live.

Holistic Model
1-2 Topic D

Famous Person

I would like to be a famous person just for one day. I could get to be on the television and in all the papers. I would like to live in Hollywood California, where all the famous people live. There I could lay around all day long and get money for doing it. I would a big mansion with all the nesecessary things to make me happy. Famous People get paid good money and don't have to do much work. During the day I would go to the rehersal and at night watch myself on television. Then on my day off I would go cruising around town and I would like to own a limsosene with a shaufer and everything. I think if I was as rich as the stars on television I would be a rich man. If I could be a famous person for one day I would be a rich man.

The End.

Holistic Model
1-2 Topic D

For one day I would like to be the richest person in the world. I would like to see what this person's life would be like. Would it be easy and simple or would you have to work a lot? If it was easy and simple I would lay around, swim, do the things I like to do and thow extravagent parties. If it wasn't easy, and I had to work some, I would like to see how this person made his money ect. I would like to be this person for only one dya becuase a great many rich people are snobby, stingy, and have few friends. I wouldn't want to be that way because with no friends and a lot of money I wouldn't be happy. I must have friends and I don't care if I'm very wealthy or not. I believe that if I were the richest person in the world for only one day it would be nice. You can do anything you want to work, lay around or anything else such as traveling around the world, buy a new mansion, a new car every hour or one of many other things.

Holistic Model
2-3 Topic D

If I could be anything or anyone for one day, I would choose being an airplane. Just imagine being thousands of feet in the air, the wind blowing in your face, with no other care besides getting to your destination safely. Airplanes go many places all over the world and carry people with them. You would make many trips each day carrying people, big or little, to where they need to go. Riding in an airplane is one of the more safer ways of transportation. It is one of the world's favorite ways to travel.

So, if I could be anything for one day, that would be my choice.

Holistic Model
2-3 Topic D

For one day I would like to portray the young actress Pamela Ewing on the television show "Dallas." She always seems so easy to get along with. She seems to always be there when her family needs her. Pam's family all live together on the ranch and share the tribulations and joys. These are some of the reasons I would like to be her. Another reason is her husband, he is understanding and caring no matter what the situation. It would really be nice live in a house, and drive a car like she does. Attractive, caring and understanding are just a few more good qualities of Pam. It's amazing how nice she can be even after living with her brother-in-law, who isist on be cruel and showing injustice. I think it would great to act as Pamela for just one day because of her good qualities she shows. I think it would be a joy to work with the people she does and experiment some of the things she does as a part of her life. It would definitely be a pleasure to portray her for just one day.

Holistic Model
3-4 Topic D

If I could be anything in the world for one day, I would like to be a text book. This idea may sound a bit strange, but imagine all of the wisdom and knowledge that would be stored inside of me. I would share this wisdom with all those who would care to learn. I would hope that my owner would be one who loved the idea of learning, but, of course, there are those who do not. If my owner was one who did not want to learn, I would probably be thrown around, have nasty things written inside me, left on top of the lockers, and lost until another student happened to find me. I would feel neglected and unwanted. On the other hand, if a student who had the desire to learn owned me, I would be treated with special care. I would never be misplaced or written in. I am sure that this student would read and study me with interest, not just because the teacher had required him to, but just because he wanted to. I would not be thrown on top of the lockers, but I would be placed inside the locker where I would try my best to be interesting so that the student would not become bored. I think it would be such a wonderful feeling to have the wisdom from the words on my pages seeping up into the eyes and then into the mind of the reader, and to know that I had given some of my knowledge to him.

Holistic Model
3-4 Topic D

Being an outdoor writer for one of America's leading outdoor magazines would be a very exciting experence for me.

I would wake up in the morning to find myself in a remote hunting or fishing camp somewhere in the wilderness of North America. I would pack up my gear grab my fly rod or gun and hit the woods. I could walk for miles enjoying the vast senic beauty around me and maybe step by a small unnamed river, wax my line, tie on a leader, and slip on one of the most delicate dry flies you have ever seen. I would then condition my fly by adding a small amount of silicon jell to its minature hackle wings. I would wade slowly into the stream and false cast a few times to get my line out far enough to let my fly light just above a small ripple that appeared in the stream above me. The fly would land without making a sound and drift about twenty inches before a monster brook would slam the fly making me tighten the line and set the hood and enjoy a half-hour battle with the trout before bringing him to the net to be released. Also, I might find myself on a mountain ridge somewhere in Alaska's Mckinnely range peering through a spoting scope trying to locate a trophy Dall ram. After spoting what I think might be one I could ease down from my rocky outlook sling my three hundred weatherby rifle over my shoulder and begin a torturous three mile climb over the worlds most rugged mountain range. Knowing the keen eyesight of these animals I would have to be as careful as possible and take my time to avoid injury as I climb to take a shot at this majestic animal. Also, knowing the fact that these animals, once frightened, will some times make twenty-mile no stop runs I have come to respect my opponent. It has taken longer than I had expected to reach a small knoll where I could taken a shot on the ram, as I ease up onto the rocky outcropping I am surprised to find the ram in the same place where I had sen it earlier that day. I am now lying chest down on the rocks and bring the rifle to my shoulder, working the bolt to bring a cartrige into the chamber. I set the cross hairs on the ram's shoulder blade as I kick a small rock and the ram begins to run, I take a last second shot as the ram goes over the ridge. I kill the ram and start my long journey home.

I get behind my typewriter at home and write my adventures to the enjoyment of my readers.

ANALYTIC SCALE

	Poor	Weak	Good	Very Good	
Quality and development of ideas	1	2	3	4	
Organization, relevance, movement	1	2	3	4	_____ x 5 _____
Style, flavor, individuality	1	2	3	4	
Wording, phrasing	1	2	3	4	_____ x 2.5 _____
Grammar/usage	1	2	3	4	
Punctuation	1	2	3	4	
Spelling	1	2	3	4	
Sentence structure	1	2	3	4	
Manuscript form, legibility	1	2	3	4	_____ x 2 _____

Total: _____

ANALYTIC SCALE

	Poor	Weak	Good	Very Good	
Quality and development of ideas	1	2	3	4	
Organization, relevance, movement	1	2	3	4	_____ x 5 _____
Style, flavor, individuality	1	2	3	4	
Wording, phrasing	1	2	3	4	_____ x 2.5 _____
Grammar/usage	1	2	3	4	
Punctuation	1	2	3	4	
Spelling	1	2	3	4	
Sentence structure	1	2	3	4	
Manuscript form, legibility	1	2	3	4	_____ x 2 _____

Total: _____

GEORGIA CBE WRITING ASSESSMENT PROJECT

ANALYTIC DEFINITIONS OF TERMS

(Adapted from A Scale for Grading English Composition, developed by Paul B. Diederich, Director of Research in English, ETS)

HOW TO INTERPRET THIS SCALE

(Clarification) 1. This scale weighs content and organization 40%, aspects of style 20%, and mechanics 40%. The multiplication translates the 36 point scale into a 100 point scale. Raters will need to circle only individual scores. Clerical people will do multiplication and totaling.

↓

2. The ratings for each item range from 1 to 4. Regard 1 as the lowest score (poor) and 4 as the highest (very good). Use 2 to designate weak performance but not marked deficiency and use 3 to designate good performance but not marked proficiency. Reading randomly selected practice papers before you attempt to score the actual samples will help you to form a realistic notion of the scores for each item.

3. Observing the following guidelines will also help to assure more uniform and consistent scoring:

Quantity
Enough
Adequate
Communicates

a. Quality and development of ideas. Grant the writer his/her choice of subject matter within the bounds of the topic. He/she should not be penalized for the value you place on one choice as compared to another. Look how well he/she has supported the subject and his/her point of view or attitude toward the subject. For letters, look for inclusion of all important information.

Effective
Order
Logic

b. Organization, relevance, movement. A 4 paper will begin with a clear indication of its controlling idea, offer convincing relevant support, show ease of transition, and come to a close. A 1 paper begins anywhere and goes nowhere. A 2 or 3 paper may be skimpily but relevantly developed or fully developed but including some irrelevant material.

Tone

c. Style, flavor, individuality. Guard against the temptation to give a low score for the use of non-standard English. Papers containing non-standard English are often rich in flavor and individuality. Reserve 4 for the truly arresting paper. A single apt, precise, or arresting phrase can move a paper from a 3 to a 4.

d. Wording and phrasing. Here is the place to give a low score for an impoverished vocabulary that lacks clarity and variety and a high one for apt and precise diction and clear phrasing that is effective and sophisticated.

(Clarification, continued)

e. Grammar. Low scores should be given for frequent and varied non-standard constructions like errors in agreement between pronoun and antecedent etc. that interfere with meaning.

Capitalization
Improper syllabification

f. Punctuation. Again, frequent and varied abuses of standard punctuation marks which interfere with meaning deserve a low score; occasional varied errors in common punctuation marks a middle score; freedom from common errors a high score. Errors in the use of the comma, the apostrophe, and end puntuation should be regarded as more serious than errors in the use of the semi-colon, quotation marks (especially double quotes), parentheses, and brackets. Regard the mistaken presence or absence of the apostrophe as a punctuation error, not a spelling error.

Their/there & used continuously = 1 error
Abbreviations

g. Spelling. Give a score of 4 if the writer has misspelled one or no words; a 3 for two spelling errors; a 2 for three spelling errors; a 1 for four or more errors. This is the only place on the scale where you are to assess spelling. Misspelling the same word is only one error.

Fragments
Run-ons

h. Sentence structure. Varied sentence structure with all complete sentences merits a 4. A 1 should be given for frequent errors in sentence structure and a predominance of simple sentences.

Paragraphing
Letter form

i. Manuscript form, legibility. Adherence to manuscript form and a clearly readable paper merits a 4. An unreadable paper without margins and without a proper heading (if necessary) merits a 1 score. Do not give a low score for neat cross-outs. (Remember that the students were writing for only 30 minutes and that they were instructed not to recopy.)

TALLY SHEET FOR MECHANICS ERRORS

Student Number _____ Reader number _____ Number of Words _____

Spelling _____ Punctuation _____ Capitalization _____ Fragments ____

Run-ons _____ Awkward Constructions _____ Agreement _____ Inappropriate Word Choice _____

TALLY SHEET FOR MECHANICS ERRORS

Student Number _____ Reader number _____ Number of Words _____

Spelling _____ Punctuation _____ Capitalization _____ Fragments ____

Run-ons _____ Awkward Constructions _____ Agreement _____ Inappropriate Word Choice _____

A. Punctuation

1. Commas

   a. to prevent confused or ambiguous meaning, or to mark definite breaks in a sentence.

   b. to separate two independent clauses joined by a coordinating conjunction (and, but, or, nor).

   c. to separate a long subordinate clause preceding an independent clause.

   d. to separate elements in a series (comma acceptable but not required to separate the last two elements if "and" is present) and to separate some compound modifiers.

   e. to separate elements in dates, places and addresses.

   f. comma placed where it shouldn't be.

2. Colons were required to indicate a following series, to follow the greeting in a business letter, or to rephrase a statement made in the first part of the sentence. In the adult item (letter to Commissioner Stroud) either a comma or a colon was accepted following the greeting, since the letter could be interpreted as either a business or a friendly letter.

   Semi-colons were required for separation of two independent clauses not connected by a conjunction, before a conjunctive adverb in the middle of a sentence, or to separate elements in a series when a comma was used in one or more of the elements.

3. Periods were required at the end of every declarative sentence and after most abbreviations. Periods were seldom used and not required for commonly accepted abbreviations such as JFK, USA, and NFL.

4. Quotation marks were required for enclosing direct quotations and titles (except books). For slang expressions quotation marks were usually accepted but not required. An individual judgment was made in each case.

5. Question marks, exclamation marks, ellipses, dashes and parentheses were usually accepted where written except in definitely wrong places. One error occasionally encountered was the omission of the second part of a parentheses.

6. Hyphens breaking a word at the end of a line in the wrong place were scored as punctuation errors.

B. Spelling

The ampersand (&) was not accepted for scholastic writing. Numbers below 100 were required to be written out except in special cases (7'2", 37 points in the game, 3:30, numbers as parts of dates or addresses, and numbers for points to be made in a sentence). Abbreviations were not allowed except for commonly accepted cases: TV, JFK, WWII, etc.

C. Capitalization was required at the beginning of every sentence, for proper nouns and titles, for pronouns referring to God or Jesus, for names of specific offices, for directions referring to a part of the country, for names of months, days, and holidays. Some students capitalized every word in their essays. In these cases no errors were marked, since the capitalization was considered to be a part of their handwriting style.

D. Errors of agreement included all situations in which there was no agreement in gender, number, case or tense, and in which parts of sentences were not parallel.

E. Sentence fragments were marked as errors for phrases which were deliberately separated for emphasis (He did it wrong. All wrong.). This situation rarely occurred.

G. Awkward construction is a broad category best described by the title.

1. misplaced or dangling modifiers
2. this, they or it with no definite reference
3. incomplete or incorrect expressions
4. sentences that do not make sense (unless a specific error is detected)

H. Faulty paragraphing was not marked in equivocal cases. When a paragraph contained discussion of two separate ideas or when every sentence began a new paragraph, this error was marked. In this category as in the others, an error was marked for each time it occurred. A student who wrote five sentences that should have been in one paragraph instead of five, was given four errors in paragraphing.

I. Wrong word choice. The scorers spent much time in the training sessions discussing whether or not certain word choice mistakes should be counted as spelling errors or as wrong word choices. These errors were called wrong word choices, since there was no way of knowing whether the student did not know the difference between the two words, or whether he knew the right word but mis-spelled it. The judges did not consider it proper to guess what was in the student's mind, since there was no way of being sure. In general, combinations of letters which did not form a word were considered spelling errors, and combinations of letters which did form a word were considered wrong word choices. Below are some examples.

1. obvious cases (such as the use of "between" instead of "among", "could of" instead of "could have", etc.)

2. wrong verb ("sit" instead of "set", etc.)

3. apostropher cases in which the group of letters used is a word

4. possible spelling errors in which the group of letters is a word

AGENDA FOR COMMITTEE II - PRIMARY TRAITS (P.T.)
November 7-8, 1980

1. Review reasons for using P.T. along with holistic and analytic evaluations.

   A. It focuses on the broader aspects of writing - purpose, function, voice, sense of audience, etc.

   B. It emphasizes content over form.

   C. It provides a validity check on the other simpler, minimum competency assessments.

   D. It permits the more able students to demonstrate their more advanced writing skill while it allows less able students to demonstrate their ability to use writing for communication.

2. Review characteristics of P.T. evaluation.

   A. Attention to mode.

   B. Writing task not a topic but a situation calling for written communication.

   C. Scoring emphasizes credit for appropriate responses to situation, not penalties for inappropriate responses.

3. Go through P.T. scoring with CAPT/NAEP materials and samples (explanation and persuasion modes.)

4. Using the same materials as models, 1) identify writing tasks for explanation and persuasion modes, 2) write and share responses to tasks, and then 3) prepare scoring guides.

5. Repeat step 4 so that there are two tasks and scoring guides for explaining along with two tasks and scoring guides for persuading.

Suppose that on September 1, 1980, you ordered a shirt that "Tops, Inc.", a mail order company, had advertised for $19.99. On September 14 you received a letter stating that the type of shirt you oredred had all been sold. They said they will have more in stock by September 30 and your order would be filled. You have never received the shirt, but every month since then you have received a computerized bill for the $19.99. Now after three months, you have received the letter below:

Tops, Inc.
P.O. Box 34
Lansing, Michigan 30057

Jan. 12, 1981

Dear Customer,

In checking our records, we find that your account, number 45557, has been unpaid for three months. If there has been an error, please let us know what the problem is.

We hope that within ten days we will receive $19.99 or we will have to refer your account to our collection service.

Very truly yours,

Sam Smith

Sam Smith
Account Manager

Pretend that you are Sandy Brown and write a letter to explain why you never sent the $19.99.

****

Name: _____

School: _____

County: _____

English teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American ____; American Indian ____; Asian ____;

Hispanic ____; White ____; All other students ____

For teacher's use only				
1	2	3	4	5

TRAIT SCORING GUIDE

Rhetorical Mode: Explanatory - Business (F)

Primary Trait: Situationally routine explanation by means of crucial detail.

Rationale of Primary Trait: The directive requires respondents to clearly communicate the information necessary to explain the situation. Since the information is given, the writer needs to recognize the pertinent details and transcribe them in a manner that conforms to the conventions of business letter writing. The main issue, however, is will the letter accomplish its purpose. The tone and style of the letter are of lesser importance.

General Scoring Rationale: The main criteria for rating this exercise are the presence and accuracy of the information transmitted. The basic task is accomplished if the writer is identified, the situation is explained and a directive is given. The other information serves to amplify the letter and increase the chances that the Company will be able to solve the problem.

Scoring Guide Categories:

0 = No response.

1 = The letter is in some crucial sense incomplete. The writer is not identified and/or the situation is not explained and/or a directive is not given.

2 = The writer is identified, reference is made to both the bill/collection letter and the product, and at least implies the Company should clear up the matter.

3 = The writer identifies account number or name and address, refers to bill/collection letter, denies receiving product and gives clear direction for future action.

4 = The writer identifies account number, name and address, mentions date and receipt of bill/letter, denies receiving product and gives clear direction for future action. The letter also includes other information such as stating the length of time or number of bills received, or a mention of efforts related to trying to stop the repeated billing. The writer may also offer copies of the back order letter or bills.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

Topic E

The State Board of Education is considering whether or not to permit smoking areas in Georgia high schools. Many parents oppose these areas for health reasons. Your principal has asked you to present your point of view to him. Where do you stand on the issue? Write a statement supporting your feelings about the matter. Remember to take only one point of view. Organize your arguments carefully. Be convincing. Pretend your principal's name is Mr. Jones.

Your statement will be evaluated on:

- How clearly and completely you communicate in writing on the assigned topic
- Organization
- Style or creativity
- Variety of sentences
- Choice of words
- Mechanics such as spelling, punctuation, and grammar

****

Name: _____

School: _____

County: _____

English teacher: _____

Grade: 9 10 11 12

Sex: F M

Ethnic group: Black American ___; American Indian ___;
Asian ___; Hispanic ___; White ___;
all other students _____

For teacher's use only:				
1	2	3	4	5

TRAIT SCORING GUIDE

Rhetoric Mode: Persuasive - Social/Community (E)

Primary Trait: Persuasion through invention and elaboration of arguments appropriate to specified issues and limited to an audience with a mixed bias.

Rationale of Primary Trait: This task represents controversial situations that prevail in any civilized society--situations which are resolved by a deliberative response. The directive to "be as convincing as possible" indicates the persuasive orientation of the task. It requires that respondents develop and support arguments appropriate to their position.

General Scoring Rationale: Support may consist of evidence and/or appeals to general truths, to experience, or to social and economic values. The support must be consistent with the position and should be of at least moderate length to demonstrate competence (scale point "3"). Excellence is achieved by demonstrating a capacity not only to invent and support arguments but also by addressing both sides of a controversial issue. Thus, the most successful respondents will be able to support their case on its own merits as well as answer or refute at moderate length the causes of the opposition.

Scoring Guide Categories:

0 = No response.

1 = Do not define and defend a point of view. Some of these papers have not explicitly or implicitly taken a position. Others may contain a thesis statement or clearly imply a position but do not give several supporting reasons to develop their arguments. Some typical score point "1" papers present:

(a) Attitudes and opinions about related social issues without a clear statement of position--these include free-floating, uncontrolled statements of opinion showing no concern for taking a stand and supporting it.

(b) Position statements but no related support--often these papers merely reiterate their stand in various forms.

(c) Position statements preceded or followed by elaborate introductions.

(d) Position statements followed by arguments and appeals not connected to the crucial issues.

(e) Position statements but the paper goes off tangentially into another realm (clarifying terms, personal gripes, etc.)

2 = Define a point of view and offer minimal defense. These papers explicitly state or strongly imply a position and give one or more clusters of arguments or appeals. (A cluster is a reason asserted with no more than one or two bits of evidence or related appeal.) Score point "2" papers usually consist of a chain of briefly developed appeals in support of a position or answering the opposition. They do not develop a line of argument or link the clusters to each other. (The underlying assumption is that the lines of argument, reasons or appeals are appropriate to the issue.)

3 = Define and defend a point of view. These papers clearly state or imply a position and present at least one substantially developed line of argument or two moderately developed lines of argument relevant to the issues at hand. More evidence to support the position is presented than in "2" papers. May attempt to address opposing arguments.

4 = Systematically define and defend a point of view. These papers present at least two moderately developed lines of argument, one which supports the position and one which answers the possible arguments raised by the opposition. The lines of argument usually will be linked as well as carefully organized. Other "4" papers may contain a moderate statement of support with a brief address answering each of the major opposition positions.

7 = Illegible, 'lliterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

AGENDA FOR COMMITTEE III - OBJECTIVE TEST
November 7-8, 1980

1. Review uses and characteristics of objective tests - Stiggins article in CAPT excerpts.

2. Review classification for objective items - see "response" sheet.

3. Review operational definitions of "competency" and "difficulty."

4. Fill in response sheets for TAP and ITBS.

5. Discuss responses and identify items not needed and/or any areas not covered.

6. Review individual tests via response sheets for possible additions.

7. Return to TAP & ITBS items (plus those from other tests) to see if about 1 1/2 hours testing time is provided.

8. Check for coverage of all appropriate areas and "write" any additional items added.

OBJECTIVE TEST EVALUATION SHEET

Test Name _____ Level _____ Reviewer _____

Item	Category[1]	Competency[2] Level	Difficulty[3] Level	COMMENTS

[1]Categories are: Spelling-Sp; Capitalization-C; Punctuation-P; Usage, nouns and pronouns-Un; Usage, verbs-Uv; Organization, sentences-Os; Organization, paragraphs-Op; Organization of ideas-Oi.

[2]Necessary for all - 1; Desirable for some - 2; Optional for a few - 3. High school graduation.

[3]High (H) for very difficult, Middle (M) for average diffuculty, Low (L) for not difficult for most 10th graders you know.

GEORGIA CBE WRITING ASSESSMENT PROJECT

OBJECTIVE TESTS

Shown are the number of items testing each category of writing-related skills for each of the four tests used in this project.

	Test of Academic Progress (TAP)	California Achievemt. Test	Writing Proficiency	Iowa/ APL
SPELLING	4	20	12	6
CAPITALIZATION	5	10	8	32
PUNCTUATION	9	15	16	32
USAGE	17	13	16	32
SENTENCE STRUCTURE	4	19	4	0
PARAGRAPH	10	6	17	3
ESSAY	16	0	4	0
LETTER	3	0	4	7
TOTAL	68	83	81	112

Sample Supplementary Cost Figures

Cost estimates for test development, training of raters, clerical assistance, printing, and data compilation are dependent upon several factors including size of population to be tested, extent of testing, background of teacher raters, etc. Costs for consultants and/or administrative coordination for this project were not calculated. The chart of supplementary cost figures below is an actual report of such expenditures for this particular project.

It should be noted that these figures may differ if more or fewer students were tested. Also, it should be reiterated that costs for this project were probably higher than usual for the following reasons:

1) Teacher raters were all trained in holistic scoring and actually scored holistically for only one half day. They were then retrained in a second measure for staff development purposes.

2) Developmental efforts were spread among the five measures to be "tested" rather than concentrated on one or two types of assessment as would be more likely in an actual state-wide or system effort.

3) Extensive analysis is included in computer costs as well as a simple reporting of scores and descriptive data.

4) Clerical assistance at rating sessions involved the recording of all data including rater numbers, all total and subscores, third ratings, etc. as well as word counts for mechanics counts. A simple holistic scoring session would require far less clerical time.

Calculation of figures for each measure are estimates based on the percentage of time spent on each measure in relation to the total cost for each major area of expense. The following chart represents expenditures within this project only and are offered to give a general, overall idea of such cost requirements.

Sample Supplementary Cost Figures

	Holistic	Analytic	Primary Trait	Mechanics	Object.
Number of students tested	2111	344	358	354	1055
Test development	$1052	$952	$1784	$477	$2175
Rater training	$1568	$1066	$ 251	$251	none
Clerical @$6/hour (scoring sessions)	$ 369	$ 288	$ 90	$153	none
Computer time	$ 540	$ 393	$ 111	$184	$ 400
Printing (scales, training materials)	$ 7	$ 7	$ 7	$ 7	none